

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply)                      [ ] Title I                      [ ] Charter                      [ ] Magnet [ ] Choice

Name of Principal Mrs. Jennifer Broadus  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. James Catholic School  
(As it should appear in the official records)

School Mailing Address 603 West Avenue  
(If address is P.O. Box, also include street address.)

City Gulfport                      State MS                      Zip Code+4 (9 digits total) 39507-2102

County Harrison                      State School Code Number\* 2475

Telephone 228-896-6631                      Fax 228-896-6638

Web site/URL http://www.stjamesgulfport.com                      E-mail jbroadus@stjamesgulfport.com

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Principal's Signature)                      Date \_\_\_\_\_

Name of Superintendent\*Dr. Mike Ladner  
(Specify: Ms., Miss, Mrs., Dr., Mr.,                      E-mail: gladner@biloxidiocese.org  
Other)

District Name \_\_\_\_\_ Tel. 228-702-2130

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature)                      Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Dax Alexander  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)                      Date \_\_\_\_\_

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
  - Middle/Junior high schools
  - High schools
  - K-12 schools
- TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	33	31	64
<b>K</b>	16	15	31
<b>1</b>	21	15	36
<b>2</b>	16	10	26
<b>3</b>	17	18	35
<b>4</b>	10	25	35
<b>5</b>	21	20	41
<b>6</b>	16	19	35
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total Students</b>	150	153	303

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 3 % Black or African American
  - 2 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 92 % White
  - 0 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1	324
(5) Total transferred students in row (3) divided by total students in row (4)	0.031
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 9 %  
 Total number students who qualify: 28

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 7 %  
21 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	98%	93%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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This year marks a milestone for St. James Catholic School as fifty years of academic excellence and faith formation is celebrated. The school was established in 1963 in Gulfport, Mississippi, with a very simple mission: To Provide Quality Catholic Education to the Children of St. James Parish. The school has expanded and grown dramatically over the years. The curriculum has changed and diversified considerably and the physical plant has been expanded. Changes have been a part of the school's growth, in both curriculum and building structure; yet the undying commitment to provide students with opportunities for harmonious development in their physical, moral, emotional, spiritual and intellectual lives, leading them to become self-directed, responsible, integrated Christians, has remained the same. It is the mission of St. James Catholic School to educate students in a Christ-centered environment with an emphasis on Catholic teachings and traditions while providing academic excellence for all.

St. James Catholic School is located in the southeastern part of Gulfport, Mississippi, near the Gulf of Mexico. It is part of the Catholic Diocese of Biloxi and is administered by the parish pastor and an on-site principal. A ten member advisory board oversees the policies of the school and maintains their consistencies with the policies of the diocese. St. James Catholic School is in the county of Harrison and is located within a residential area of an older section of Gulfport. St. James Catholic School draws students from a wide geographic area. Most students come from residential neighborhoods that are in close proximity to the school. The school serves students in pre-kindergarten through sixth grade and has a staff of 35 professionals servicing approximately 303 students. St. James School has an open admission, non-discriminatory policy for the admission of students.

The city of Gulfport was seeing significant growth until it was struck by Hurricane Katrina in August of 2005. Many schools within the district were destroyed or severely damaged by the hurricane. With minimal damage, St. James Catholic School saw a significant increase in permanent and temporary student enrollment. St. James Catholic School was the first school in the entire Gulf Coast region to reopen after the hurricane. With much media attention and excitement, the school proudly opened its doors twelve days after the hurricane. Many students from other schools, including Louisiana, enrolled at St. James. Shortly after Hurricane Katrina, discussion began among the school administration, faculty, and parents as to how to best serve the needs of the school family and community at large. Realizing that many St. James families were split simply because of a lack of available pre-school programs in the aftermath of the storm, St. James created a new pre-kindergarten program to educate three year olds. This program has been extremely successful and has expanded to now include two classes for three year old students.

In the past few years, the school has seen much growth and achievement. In 2008, the newly erected Kremer Fine Arts building was completed. This state-of-the-art facility was built to enhance the fine arts program. Students at St. James now have a beautiful building to learn and explore the arts. For the third consecutive year, St. James Catholic School has received a \$3,200.00 grant from the Mississippi Arts Commission and the National Endowment for the Arts. This grant supports spring musicals and was awarded in recognition of excellence in the promotion of arts in education. The school was also the recipient of a grant from the Gulfport Chamber of Commerce. This grant was used to purchase supplies for a new math and science lab.

The school has also expanded the technology department. Accelerated Math and Reader programs have been purchased and are used by students on a daily basis. In addition, a mobile lab has been created to enrich and accommodate the academic needs of students. The St. James Catholic School library is now fully automated and accessible to all students. With the availability of the newest technology, students are making notable academic strides.

As a school and community, St. James Catholic School works to examine all strengths and weaknesses and identify areas for improvement. Long and short term goals are developed in order to achieve success and maintain a high level of quality. Through collaborative efforts among faculty and stakeholders, the school has recently completed a new strategic plan. This plan encompasses the areas of academics, faith formation, facilities, emergency crisis plans, technology and finance. It is through these efforts that St. James continues to grow and excel.

Fifty years of academic excellence and notable achievements make St. James an exemplary school. It is with great pride that St. James Catholic School submits this application for consideration of National Blue Ribbon status.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

a) St. James Catholic School administers the Stanford Achievement Test, Tenth Edition. This test is given annually to all students in grades two through six as mandated by the Catholic Diocese of Biloxi. The Stanford Achievement Test covers all academic subject areas including reading, math, language, spelling, science, social science and listening. The test provides an overall picture of student achievement and yearly progress. The Stanford Achievement Test is a norm-referenced achievement test that is aligned to state and national standards. In addition, all fourth grade students are given the Otis-Lennon School Ability Test, Eighth Edition (OLSAT 8). The OLSAT 8 assesses cognitive abilities by measuring students' verbal, nonverbal and quantitative ability. By administering the OLSAT 8 in addition to the Stanford Achievement Test, an Achievement/Ability Comparison (AAC) score is obtained for each student. This report provides a better understanding of each fourth grade student's potential for success in school.

The Diocese of Biloxi sets high standards for our schools. The scores of St. James Catholic School consistently exceed the mean of the diocesan scores in addition to meeting or exceeding national norms. The results obtained from these assessments are used to evaluate student, school and diocesan growth. Over the past five years, the scores of St. James Catholic School have been consistent with qualifying scores for the honor of Blue Ribbon recognition. The students of St. James Catholic School continue to excel and perform at a high level.

b) The Stanford Achievement Test provides St. James administrators, teachers and parents with valuable information pertaining to student achievement. Test data over the past five years remains steady. While there may be a slight dip or increase in results in a specific area or a specific year, the trend line clearly moves in a positive direction. Although there are no drastic increases or decreases in test scores, there are a few minor indicators of movement in data. In part, St. James Catholic School attributes continued success to constant evaluation of curriculum, teaching methods and incorporating differentiated instruction into the curriculum. An aggressive approach to continuous improvement allows St. James Catholic School the ability to challenge students and faculty to strive for excellence.

Review of test data over the past five years indicates that St. James Catholic School students have achieved exceptional scores in both reading and math. In closer review, increases are noted in math among second and third grade students. These increases, in part, can be attributed to the full implementation of the Accelerated Math and STAR Math testing components of the Renaissance program. Accelerated Math is an additional tool used to assist in determining math placement levels and a means to enrich math instruction. This program allows students to work at an individualized level and pace to challenge and remediate as needed. The STAR Math test is given quarterly to students in grades one through six. This test measures the growth of students in math throughout the year. The implementation of this program has greatly enhanced the math curriculum and increased test scores. Students in lower grades continue to show marked growth and interest in math each year. In addition, students have a greater sense of independence and self-reliance.

In general, test scores in reading have also shown a slight overall increase. St. James Catholic School utilizes the web-based Accelerated Reader program. This supplemental program provides enrichment and increases a love of reading among students. Although it is not the primary means of reading instruction, it has highlighted and strengthened the reading curriculum of St. James Catholic School. In 2012, St. James Catholic School adopted a new reading series published by Pearson. This program is aligned to Common Core State Standards and provides teachers the ability to challenge and engage students on all levels. Since the inception of this program last year, test scores in all grade levels have increased between 2% and 8%.

St. James Catholic School did not disaggregate scores into subgroups in the data tables because subgroups were less than ten students per class in every grade tested. There were no students who were alternately assessed.

St. James Catholic School does not participate in the Mississippi State Assessment. Test data for the past five years reveals very little disparities among grade levels. A consistent level of elevated scores reflects a commitment to providing a high level of quality education and academic excellence. St. James Catholic School continues to be a model school in both the community and the Diocese of Biloxi.

## **2. Using Assessment Results:**

St. James Catholic School uses a variety of assessment data to analyze and improve student and school performance. Student assessment is continuous and regularly includes classroom assessment, standardized assessments and research-based evaluations. Rubrics are used by all teachers to set the standards for the assessments.

St. James Catholic School analyzes national assessment data (Stanford Achievement Test, Tenth Edition) and school assessment data (classroom grades, STAR Reading, STAR Math, Accelerated Math) to understand and improve student and school performance in a variety of ways. As national assessment data is received, staff development is planned and each teacher is given results from his/her previous class as well as data for students he/she will teach in the coming school year. In examining previous year's data, each teacher can identify those areas where his or her teaching was strong and other areas in need of improvement. Using stanine scores, students are identified by their strengths and weaknesses. This process allows teachers to plan enrichment and intervention strategies.

Test data results obtained through the Stanford Achievement Test, STAR Reading and STAR Math tests are also used for placement of students in the Title I program. St. James Catholic School provides a tutoring program for students who are struggling in math and reading. Test analysis is valuable in the placement of students in this program. The students of St. James also have the opportunity to participate in the National Duke Talent Identification (TIP) Program and the University of Southern Mississippi's Center for Gifted Studies programs based on Stanford Achievement Test scores. Most recently, 70% of students qualified for participation in the USM Gifted Studies Program and 72% of students qualified for participation in the Duke Tip program. Parents are informed of the selection process and criteria for each program through a letter and/or individual meeting or phone conversation.

Examination of test data is also an important part of defining the school improvement plan. Information gained through test analysis is used for continuous school improvement. Teachers meet regularly in professional learning teams. Grade-level teachers share the same planning period and utilize this time to share best practices and research-based strategies in order to meet the needs of all students.

Parents are informed of student performance in a variety of ways. Teachers send home weekly folders so parents can review daily work and tests that students have completed. Assessment results regarding daily grades, tests, projects and report cards are available at all times through the online PowerSchool program. Parent conferences are also held each year in January. These conferences are held to disseminate important information pertaining to each child's strengths and weaknesses and to address plans for enrichment or remediation. National assessment data concerning student performance is communicated to the parents each spring using a specially prepared "home report."

Through our school and district websites, SchoolReach instant parent contact system, newsletters and announcements through various media outlets, St. James Catholic School effectively and efficiently communicates to stakeholders.

### **3. Sharing Lessons Learned:**

St. James Catholic School shares its success within our school, district and other schools statewide in many ways. Traditionally, our diocese hosts a series of grade-level meetings. These meetings are designed to allow teachers to share their most successful teaching ideas and strategies. Each teacher brings to the meeting one of his or her best teaching practices. This allows the teachers to gain new insight and obtain many new ideas to be used within the classroom. Teachers gain and share an array of instructional practices that are currently being utilized in the school, as well as other schools within the diocese.

Stakeholders from St. James Catholic School and the community are invited to be a part of our strategic planning committee. These stakeholders play a vital role in the school improvement process. Many professional members within the community have been invited to speak and share their knowledge with students.

Diocesan schools participate in district-wide staff development programs. All faculty members recently participated in a series of Common Core training sessions. This allowed teachers the opportunity to collaborate and plan for the upcoming school year. Continuous sharing opportunities are available and encouraged among faculty members.

St. James students continuously share their time and talents throughout the community. Many students participate in local civic and cultural events. The school choir performs at various functions and celebrations in the area.

The administrator of St. James Catholic School models professional networking through participation in diocesan meetings and conferences. The principal recently attended a national convention hosted by the National Catholic Educational Association. Participation at the conference provided a tremendous opportunity for professional growth.

St. James Catholic School also shares plans and ideas with the school family and community through weekly newsletters, email and live phone messages. A school website is maintained and updated with current information. Communication is also given to the School Advisory Council and members of the Parent Teacher Organization.

### **4. Engaging Families and Community:**

St. James Catholic School is blessed to have an abundance of dedicated volunteers. Engaging families and volunteers is critical to student success. At the time of registration, all parents are given a volunteer card where they have the opportunity to indicate their interests. Throughout the year, volunteer parents and stakeholders assist in the classroom, library and cafeteria. Parents lead the Parent Teacher Organization, chaperone field trips, help plan school events and assist with the events of Catholic Schools Week.

St. James Catholic School holds an annual Health Fair Week. This week is dedicated to teaching and learning about the importance of a healthy lifestyle. Professionals from the school and community participate by coming into the school and offering free vision, dental, hearing and scoliosis screenings for students. Professionals from the community are also invited into the classrooms to talk about their professions and the importance of staying healthy.

The five year strategic plan has been newly revised. Through this process, parents and community members have the opportunity to participate by serving on committees such as curriculum, finance, technology, school safety, facilities and Catholic Identity. Parent, staff and student surveys were also conducted to aid in the school improvement process.

As partners in education, St. James Catholic School supports parents who are the primary educators of their children. With this in mind, it is a goal to foster a collaborative relationship between the school and families. Numerous events are planned that allow parent involvement such as Family Movie Night, Open House, Fun Run, Grandparents Mass, Fall Festival and the Beauvoir Festival of Lights.

Encouragement of student participation in extracurricular activities has also been beneficial in student success. Students are given the opportunity to participate in numerous activities and programs throughout the state. A junior robotics team competes annually in a state meet. Other students participate in a competition for academic excellence, as well as regional science and reading fairs.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

St. James Catholic School is accredited by the Mississippi Department of Education and AdvancEd. The curriculum structure follows that of other state-accredited elementary schools in that teaching is designed for mastery of the core objectives designated by the state, as well as following the Common Core State Standards and the standards set forth by the Diocese of Biloxi for religion. At St. James Catholic School, however, we teach beyond the basic objectives in order to offer students the opportunity to achieve excellence. All major subject areas are taught in the school curriculum, as well as religion, computer, physical education, art, music, library and Spanish.

The following descriptions provide insight into student involvement pertaining to each specific curriculum area:

**Religion:** The Catholic faith is taught to all grade levels. The curriculum addresses morality, social justice, sacramental theology, church history and biblical study. All students are given numerous opportunities to participate in service projects, liturgy and prayer.

**Language Arts:** St. James Catholic School provides a comprehensive language arts program which encompasses the areas of reading, writing, grammar, spelling and handwriting. St. James utilizes the Reading Street series as the primary reading curriculum. In addition to this program, teachers supplement with the Accelerated Reader program. In grades pre-kindergarten through two, students are taught phonemic awareness, decoding, reading strategies and fluency skills, while grades three through six focus on reading comprehension, vocabulary development, and writing and grammar skills. The Houghton Mifflin English series is used because it works in partnership with the Reading Street program to enhance the language arts curriculum.

**Mathematics:** St. James Catholic School provides a math program which stresses problem solving, computation and critical thinking skills. Students are constantly engaged in the use of manipulatives and other skill-related tasks. The Saxon Math program, in combination with the Accelerated Math program, is used by teachers to implement a comprehensive math curriculum.

**Science:** Students at St. James Catholic School learn science through hands-on exploration, experimentation, research and analysis of data. The Pearson Interactive Science series provides the opportunity for students to investigate, learn and explore the world of science. Students at St. James are also engaged in science by participating in school and regional science fairs.

**Social Studies:** St. James Catholic School provides students with the experience to learn an array of history, economics and geography through study, travel and interactive activities. Students are taught to use critical thinking skills through a variety of presentations and projects. Students in grades four through six participate in a local Geography Bee.

**Fine Arts:** The fine arts program at St. James Catholic School is unique and exciting. Music and art classes are taught weekly by a certified musician and artist. Art and music history is a favorite of students who are taught through singing, performing, acting and movement. Culture and history of art and music are studied and learned throughout the year.

**Physical Education:** Students attend biweekly physical education classes that are age-appropriate and centered on wellness. The curriculum focuses on the physical and nutritional aspects of maintaining a healthy body. Students are given the opportunity to participate in competitive team

sports and learn the importance of sportsmanship. St. James is the recent recipient of the Blue Cross & Blue Shield of Mississippi Project Fit America Grant. This program provides the school with state-of-the-art outdoor and indoor fitness equipment, curriculum and teacher training. Through this program, St. James is working in partnership with Blue Cross & Blue Shield to improve the health and fitness of students.

**Technology:** Students attend weekly computer classes in a fully equipped computer lab. All students are given the opportunity to use a variety of tools to learn the skills needed to be technologically sound. Teachers and students use Promethean boards, laptops, Neo2s and Google Chrome books as a means to engage students. Students are taught keyboarding, internet safety and software programs.

**Foreign Language:** St. James Catholic School is in compliance with the program's foreign language requirements. All students in grades pre-kindergarten through six attend Spanish class for thirty minutes each week. The Spanish program focuses on vocabulary, pronunciation and grammar which are taught through a variety of presentations and hands-on learning experiences.

## **2. Reading/English:**

The Scott Foresman Reading Street, Common Core Edition series is the basis of the reading curriculum of St. James Catholic School. This newly adopted series was chosen because of the transition to the Common Core State Standards and the credibility of this program to meet the needs of students. It is imperative that all students are provided with age-appropriate literacy skills. St. James has a school wide initiative to promote a rigorous reading curriculum through the daily use of reading instruction that is focused on phonemic awareness, phonics, vocabulary, fluency and comprehension. The reading curriculum also provides students the opportunity to engage in non-fiction as well as fictional selections. Trade books are used in classrooms to enrich student comprehension, fluency and knowledge.

Early, explicit instruction in phonemic awareness and decoding is the key to reading success. For this reason, teachers use the STAR Early Literacy Test in the lower grades to identify strengths and weaknesses and to customize lessons to meet the needs of students. In addition, the Accelerated Reader Program is also used for students in kindergarten through sixth grade. Individualized student goals are set based on STAR Reading test results and students strive for growth by working toward these goals.

The STAR Reading test is given quarterly to monitor individual progress. Students who need intervention in reading receive individualized instruction through Title I services. St. James Catholic School offers an after school reading program that is led by a certified librarian. This program is designed to give instruction to reluctant readers on reading for details. In addition, the school library is open certain hours during the summer to enrich and provide students the opportunity to read and check out books.

The success of the comprehensive reading curriculum at St. James Catholic School is reflected in the growth shown on our annual STAR Reading reports and Stanford Achievement Test scores. Teachers participate in continuous professional development, utilize differentiated instruction strategies and use a variety of avenues to challenge and enrich all students.

## **3. Mathematics:**

Mathematics is an exciting and integral part of the curriculum of St. James Catholic School. Teachers use a variety of instructional methods to ensure student success. The curriculum enriches computation, critical thinking and problem solving skills. The implementation of math centers, grouping and technology engages students in logical reasoning skills. Teachers offer students guided practice, independent work and hands-on experiences using a variety of instructional tools such as Promethean Boards, calculators, computers,

NEO2s and Google Chrome Books.

Students in kindergarten through sixth grade are taught the Saxon math program as the basis for mathematics instruction. This program has an incremental structure that allows teachers to distribute information throughout the school year. It focuses on continuous review of mathematical concepts, such as computation, problem solving and critical thinking skills.

Students are assessed quarterly through the STAR Math program. The data received from these assessments is used to improve instruction by helping teachers make data-driven instructional decisions. The reports given by the STAR Math program allow teachers to measure student growth, monitor progress and plan instructional strategies. STAR Math scores are also used as a means to target and assist students who are below average in math. Through a Title I tutoring program, students are given individual and small group tutoring sessions several times per week. This program has been successful in accommodating students who need extra instruction and remediation.

The adoption and full implementation of the Accelerated Math program at St. James has contributed to an increase in test scores, especially in the lower grades. This program is used as a means to enhance our math curriculum. A mobile lab equipped with a laptop, NEO2S, printer and scanner is used by teachers to engage students in additional math practice and testing. The program was chosen for several reasons including the alignment of Common Core State Standards and the components that allow for students to work at their own pace. The program is excellent in providing enrichment for advanced students as well as remediation for students who are struggling in math. Students also have the capability to work on math skills at home through this web-based program.

#### **4. Additional Curriculum Area:**

a) While we believe St. James Catholic School's curriculum is outstanding in every area, the fine arts program distinguishes St. James from other schools in our community and state, and is widely recognized as one of the more sophisticated elementary arts programs on the Mississippi Gulf Coast. The fine arts program is a vital part of our mission to encourage and support students to reach the fullness of their potential spiritually, intellectually, emotionally, aesthetically, socially and physically. St. James Catholic School has a teacher who is certified in teaching music and art. In music class, students learn music theory, which includes instruction on symbols, dynamics, tempo, articulation, time signature and rhythm. Students are also exposed to the four families of music. Students study composers and learn about their famous compositions in addition to various music styles.

Through the art program, students study and learn various elements of design through artistic application of balance, contrast, emphasis, proportion, rhythm and tension. They also are exposed to many styles of art, which include Realism, Fauvism, Abstract, Cubism, Post-Impressionism and Pointillism. Students use acrylic, ink, pencil and oil pastels to produce beautiful landscape art, portrait art and still life art.

Music and art classes are held in a beautiful building that was specifically designed for art and music appreciation. All students are given the opportunity to perform in different programs throughout the year. Art work created by students is auctioned at an annual fall festival and spring musical. Students also perform at three programs throughout the school year. At an annual fall festival, students perform songs and dances related to the particular festival theme. The St. James Catholic School Christmas program is always a phenomenal performance. A spring musical performance is the highlight of each school year at St. James Catholic School. Students perform along with skilled musicians throughout the community in "Broadway style" productions. The

performance draws hundreds of people throughout the school and community. The fine arts program of St. James Catholic School shapes students into well-rounded individuals who appreciate the arts.

For the past three years, St. James Catholic School has been recognized by receiving a grant from the Mississippi Arts Commission and the National Endowment for the Arts. This grant is used to fund the annual spring musical. It is a huge honor to be recognized for outstanding performance in educating students in the arts.

b) St. James Catholic School is fortunate to offer pre-kindergarten three and four year old classes. The main purpose of this program is to ensure that children enter kindergarten with the conceptual understandings necessary to be successful learners.

St. James Catholic School has two sections of each age level. State guidelines and teacher certification requirements are followed for both grade levels. There is a teacher and aid in each classroom to fulfill ratio requirements and provide a high quality of supervision and instruction.

The Mississippi Pre-Kindergarten Curriculum is followed in both grades and students are taught language, mathematics, social skills, physical development skills and scientific investigation. Teachers assess students both formally and informally. In addition, pre-kindergarten three and four year olds attend physical education, music, library, art, computer and Spanish classes each week.

The impact of pre-kindergarten classes has been positive here at St. James Catholic School. Students attending pre-kindergarten have shown tremendous growth. Through STAR Early Literacy tests, St. James Catholic School is able to track and monitor student growth. In the past, the STAR Early Literacy Test was given in kindergarten. Beginning this year, it was decided that it would be given to pre-kindergarten four students. This decision was based on student readiness and eagerness of students who are ready to read. Based on the test results, several pre-kindergarten four students are now reading and taking Accelerated Reader tests.

The success of this program has been a tremendous asset to St. James Catholic School. Parents and teachers are reporting positive results and enthusiasm about the program.

## **5. Instructional Methods:**

St. James Catholic School believes that great teachers are the key to student success. The teachers are offered many opportunities for instruction and support for differentiated instruction. Internal and external professional development opportunities are provided and teachers are encouraged to learn research-based strategies and integrate them into instruction.

With the implementation of the Common Core State Standards, faculty members indicated a need for training. An outside consultant was contracted by the diocese and district-wide training sessions were implemented in order to instruct and prepare teachers for the new standards. This provided teachers a means to learn and share instructional strategies with teachers from other schools.

Teachers are challenged to examine how they teach and implement effective strategies to reach all students. Teachers are instructed on how to assess and evaluate students according to student learning preferences and strengths. Through professional learning communities and staff development, teachers share strategies with their peers, both in the school and diocese. The school administrator monitors effective instructional strategies through formal and informal classroom observations.

Thematic units are taught which reach all student learning preferences. Tests are given in a variety of formats in order to fit each student's learning style. Presentations by the teacher and by the student are given in small and large group formats. Classroom instruction is presented utilizing a variety of computer based programs, Promethean boards and Power Point presentations. Reading and math instruction is supported by the Accelerated Reader and Accelerated Math programs. Technology allows students to work at a pace that best fits their style of learning. The use of technology allows teachers to utilize programs that are specific to student learning styles.

Through differentiated instruction, St. James Catholic School offers many programs such as the Junior Robotics Team, Reading Fair, Science Fair, USM Gifted Studies Program, Duke Tip, Geography Bee, Ace Competition for Excellence and other programs that enrich students beyond the classroom.

## **6. Professional Development:**

The State of the School process, operative in the school since 1991, provides for the ongoing annual review of St. James Catholic School's goals focusing on student performance, organizational effectiveness, professional development and capacity to support the learning goals of the school. An aggressive professional development plan is completed each year based on student achievement from the previous year's assessment data and student performance. In addition, a five-year strategic plan has been developed. This plan includes detailed strategic planning and information relating to student achievement and long-term goals.

Regularly scheduled in-service training sessions are conducted to address specific professional development needs. After implementing the Renaissance™ software, ten technology sessions were given to provide the faculty with the information needed to use the programs. These sessions were designed to give each teacher intricate lessons on the implementation of the program. Several teachers attended the National Reading Renaissance conference, which is based upon the principles developed in the Renaissance™ program. These teachers were able to learn the latest techniques in teaching reading consistent with the program fundamentals.

Common Core State Standards training sessions are also presented regularly to enable teachers to learn new techniques and ideas to implement within their classrooms. St. James Catholic School has devoted much time and training relating to interpreting standardized test scores. A presentation was given on Marzano's Instructional Strategies. This presentation offered nine powerful instructional strategies linked to improving student achievement. Teachers now interpret and use standardized test scores to target low-achieving students and present lessons based on their individual needs.

Many technological and curriculum-based learning opportunities have also been made available to faculty members through community programs. Many teachers attend professional development sessions at NASA, the Catholic Diocese of Biloxi and the Gulf Coast Education Consortium. Faculty members have the opportunity and are encouraged to exchange ideas and strategies with their colleagues.

## **7. School Leadership**

St. James Catholic School is led by a certified lay principal who served as a teacher at the school for ten years before becoming principal eight years ago. The principal accepts the responsibility of establishing, administering and maintaining procedures and standards in several different areas. It is a priority for the principal to uphold the fulfillment of the mission, philosophy and objectives of the school. The principal is responsible for overseeing the admission and attendance of students, academic programs, grading, retention and promotion, extracurricular, cocurricular and athletic programs. She is also charged with the task of

discipline, dress code, finances, educational screening of students and the health and safety of the faculty, students and environment. All of these responsibilities must satisfy and cannot be in conflict with the State Department of Education and the Diocesan Office of Education policies, procedures and standards.

The principal participates in professional development opportunities to ensure continued growth in facilitating student achievement. The principal recently participated in a series of Common Core State Standards workshops and a national conference led by the National Catholic Educational Association.

St. James Catholic School is a private school and does not qualify to receive services for certain language disorders. The principal attended professional development training on the identification and intervention of oral and written language disorders. This information has been useful in training teachers and other staff members. The principal, faculty and staff now have useful tools available for identification and intervention of students with language disorders.

In addition to school-related opportunities, the principal has completed a twelve month community leadership program. The program, Leadership Gulf Coast, provided a unique opportunity for the principal to experience different aspects of the community, to share ideas and strategies with other professionals within the area and to better understand the impact of education in our community.

Faculty and staff members share their leadership skills by serving as committee chairs or mentors for new teachers. Teachers often host visiting educators to exchange ideas for best practices in education.

Parents have numerous opportunities to volunteer and lead by sharing their time and talents. Parents serve on the Parent Teacher Organization, School Advisory Council and committees for the school improvement plan.

Students have many leadership roles as they serve as mentors, reading buddies, Accelerated Math helpers, recycle chairmen and hall escorts for younger students.

## PART VI - NON-PUBLIC SCHOOL INFORMATION

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The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

### 2013-2014 Tuition

Grade	Amount
K	\$3554
1	\$3554
2	\$3554
3	\$3554
4	\$3554
5	\$3554
6	\$3554
7	\$0
8	\$0
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?  
(School budget divided by enrollment)      \$5454
5. What is the average financial aid per student?      \$1100
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      4%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      20%

## PART VII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test, Tenth Edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	91	87	87	85	85
Number of students tested	36	43	29	45	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Subgroups were less than ten students per class.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test, Tenth Edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	89	88	86	88	89
Number of students tested	42	31	42	42	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Subgroups were less than ten students per class.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test, Tenth Edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	91	78	89	83	92
Number of students tested	35	48	36	25	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Subgroups were less than ten students per class.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test, Tenth Edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	87	87	83	82
Number of students tested	45	39	23	32	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Subgroups were less than ten students per class.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test, Tenth Edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	79	80	78	83
Number of students tested	36	43	29	45	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Subgroups were less than ten students per class.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test, Tenth Edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	81	81	83	83
Number of students tested	42	31	46	42	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Subgroups were less than ten students per class.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test, Tenth Edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	78	80	85	83
Number of students tested	35	48	36	25	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Subgroups were less than ten students per class.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test, Tenth Edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	82	87	84	84
Number of students tested	45	39	23	32	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** Subgroups were less than ten students per class.